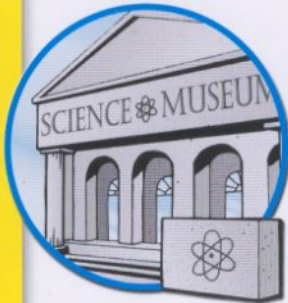


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Grammar Practice Simplified

Subjects, Predicates, Direct Objects, Conjunctions,
Prepositions, Punctuation, and More



Tomorrow the class is going to a science museum.

Adverb

Wouldn't you like to go, too?



Verb Contraction



I want to see the dinosaur exhibit, but Megan is interested in the dolphin display.

Conjunction

Grammar Practice *Simplified*

Book D

Essential Learning Products

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INTRODUCTION

Grammar is the structure of language. It is the tool with which students refine and perfect their working knowledge of language. Knowing the elements of language and understanding how they work together greatly enhances all language-based abilities. A race driver who knows the parts and pieces of the car and understands how they work together is more likely to win. Similarly, the person who understands how the parts and pieces of language work together will be a champion communicator.

This practice book helps students use the parts of speech correctly in speaking and writing. They review the kinds of sentences; then they study nouns, pronouns, and verbs and use these elements in sentences. Students are introduced to subjects and predicates, adverbs, and adjectives. Punctuation is covered in detail, including correct use of the period, question mark, exclamation point, comma, and apostrophe. Capitalization of sentences, proper nouns, and proper adjectives is reviewed. Some activities encourage students to write independently.

Grammar Practice Simplified Book D is intended for use by students at any level above grade 4. Readability has been carefully controlled for younger students, but the approach and design make the book useful for older, language-delayed students or students who speak English as a second language.

The book may be used in the classroom as a supplement to a basal program. Or it may be used at home by students who need practice. The lessons are self-paced, enabling students to work independently. Answers are provided so students can check their own work. Occasional Check-Your-Work sections remind students to review their work. They have an opportunity to revise their answers before checking the answer page. Many pages throughout the book have helpful hints and clues that will assist students in completing an activity. There are also a few open-ended and/or collaborative activities.

Students using this book gain practical knowledge of standard speech patterns, increase self-esteem, and improve performance on the grammar sections of standardized tests.

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A *sentence* is a group of words that expresses a *complete thought*. A sentence always begins with a capital letter and has a punctuation mark at the end.

There are four kinds of sentences.

- A *statement* tells something.
It ends with a period.

Photography is my hobby.

- A *question* asks something.
It ends with a question mark.

Where is your camera?

- A *command* makes a request or gives an order.
It ends with a period.

Take a picture of me with my dogs.

- An *exclamation* shows surprise or strong feeling.
It ends with an exclamation point.

What beautiful photographs these are!



After each sentence write:

S for *statement*

C for *command*

Q for *question*

E for *exclamation*

Put the correct punctuation mark at the end of each sentence.

Example: Please bring your camera to the fair. C

1. Who is the person in this picture _____
2. He is a juggler at the fair _____
3. What a bright costume he is wearing _____
4. May I take a picture with your camera _____
5. Show me what to do _____
6. I wish I had a video camera _____



CHECK YOUR WORK

Did you remember the four kinds of sentences?

Check your answers in the back of the book.

☐ Yes Go on to page 4.

☐ No Go back to the top of the page and check again.

A *noun* names a person, place, thing, or idea.

People:	judge	leaders	Kristen	Mrs. Wagg
Places:	subway	stadium	Ohio	Houston
Things:	saddle	frog	telephone	canoe
Ideas:	liberty	fury	generosity	encouragement

REMEMBER

A *common noun* names any person, place, thing, or idea.

A *proper noun* names a particular person or place and begins with a capital letter.

1. Circle each noun.

inventor	habit	direct	satisfy	hamsters	Scott
pleasure	shovel	lagoon	inner	frozen	England
pearl	rainbow	settlers	after	fear	rose

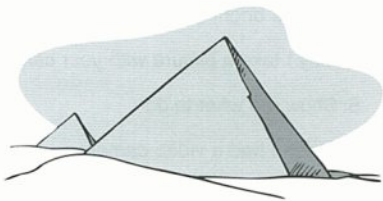
Write a proper noun to go with each common noun.

Example: city Boston

- | | | | |
|--------------|-------|------------|-------|
| 2. state | _____ | 6. store | _____ |
| 3. dog | _____ | 7. man | _____ |
| 4. president | _____ | 8. teacher | _____ |
| 5. country | _____ | 9. singer | _____ |

Underline each noun and then circle each proper noun.

- Mrs. Kaufman assigned reports on ancient civilizations.
- Ted gave a report on ancient Egypt.
- Most Egyptians lived near the Nile River.
- Ted was fascinated by the pyramids.
- He also wanted to learn more about King Tut and other rulers of Egypt.



A noun that names one is a *singular* noun.

A noun that names more than one is a *plural* noun.

To form the plural of most nouns, add the letter *s*.

skater → skaters

adventure → adventures

Add *es* to nouns that end in *s*, *ss*, *ch*, *sh*, *x*, or *z*.

bus → buses

radish → radishes

address → addresses

fox → foxes

watch → watches

buzz → buzzes

For nouns that end in a consonant plus *y*, change the *y* to *i* before adding *es*.

ferry → ferries

daisy → daisies

city → cities

tally → tallies

vacancy → vacancies

berry → berries

If a noun ends in a vowel plus *y*, just add *s*.

turkey → turkeys

tray → trays

honey → honeys

buoy → buoys

Write the plural of each noun.

- | | |
|--------------------|-------------------|
| 1. argument _____ | 9. mess _____ |
| 2. baby _____ | 10. mammal _____ |
| 3. brush _____ | 11. Sunday _____ |
| 4. lady _____ | 12. society _____ |
| 5. monkey _____ | 13. fuzz _____ |
| 6. tax _____ | 14. church _____ |
| 7. ash _____ | 15. rock _____ |
| 8. porcupine _____ | 16. test _____ |

REMEMBER

A plural noun names more than one.

CHECK YOUR WORK

Did you remember how to form plurals of nouns?

Check your answers in the back of the book.

☐ Yes Go on to page 6.

☐ No Go back to the top of the page and check again.

Some nouns form their plurals in unusual ways.

child → children

man → men

woman → women

mouse → mice

REMEMBER

Form the plural of most nouns by adding *s* or *es*.

Some nouns have the same plural form as the singular form.

deer → deer

fish → fish

For some nouns that end in *f* or *fe*, change the *f* to *v* before adding *s* or *es*.

loaf → loaves

knife → knives

wife → wives

But remember, if a noun ends in *ff*, just add *s*.

cliff → cliffs

cuff → cuffs

Write the plural of each noun.

1. calf _____

7. reindeer _____

2. man _____

8. elf _____

3. shelf _____

9. grandchild _____

4. goldfish _____

10. life _____

5. puff _____

11. leaf _____

6. woman _____

12. staff _____

Use a dictionary to find the plural of

13. ox _____

14. goose _____



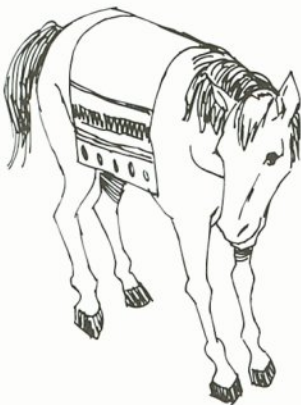
CHECK YOUR WORK

Did you remember how to form unusual plurals?

Check your answers in the back of the book.

☐ Yes Go on to page 7.

☐ No Go back to the top of the page and check again.



Nouns that show ownership, or possession, are called *possessive nouns*.

Form possessive nouns by adding an apostrophe (') and the letter *s* to singular nouns.

Matt + 's → Matt's announcer + 's → announcer's
horse + 's → horse's Mr. Cross + 's → Mr. Cross's

Form the possessive of plural nouns by adding an apostrophe after the final *s*.

racers + (') → racers' bosses + (') → bosses'
the Hendersons + (') → the Hendersons'

For plural nouns that do not end in *s*, add an apostrophe and the letter *s*.

men + 's → men's children + 's → children's

Rewrite each phrase with a possessive noun.

Example: the boots of my sister my sister's boots

1. the car of the Fosters _____
2. the hair of Phyllis _____
3. the voices of the women _____
4. the eyes of two deer _____
5. the bicycle of Patrick _____
6. the tails of roosters _____
7. the book of Mr. Cox _____
8. the skirts of Mrs. Ross _____
9. the computer of Marshall _____

CHECK YOUR WORK

Did you remember how to form possessive nouns?

Check your answers in the back of the book.

- ☐ Yes Go on to page 8.
☐ No Go back to the top of the page and check again.

A verb shows *action* or *being*.

An action verb shows physical or mental action.

physical action

The band *marched* across the field.

mental action

We *admired* their new uniforms.

A linking verb shows being. It links two parts of a sentence.

That drummer *is* my sister.

In this sentence, the verb *is* is a linking verb.

It shows that one thing in the sentence (drummer) is the same as another (sister).

REMEMBER

The verb *be* has special forms:
I *am*, you *are*, he *is*,
she *is*, it *is*, we *are*,
you *are*, they *are*

The verb *be* and its forms are the most common linking verbs.

Here are some other linking verbs:

seem become feel grow sound remain appear look stay

She *becomes* nervous before each game.

In this sentence, *becomes* is a linking verb connecting *she* and *nervous*.

Circle the verb in each sentence.

Write **A** if it is an action verb and **L** if it is a linking verb.

1. A band practices for many hours. _____
2. The musicians are excellent performers. _____
3. They become more skilled with practice. _____
4. The conductor leads them in each song. _____
5. They follow his movements clearly. _____
6. The band members appear confident. _____
7. This song is the audience's favorite. _____
8. Everyone applauds at the end. _____
9. We talked about the concert on the way home. _____
10. It was a great success. _____



Verbs can show actions that take place at different times.

- *Present tense* verbs show action that is happening now.

The Statue of Liberty *welcomes* people to New York Harbor.

- *Past tense* verbs show action that took place some time before now.

Form the past tense of most verbs by adding *ed* to the present tense.

The statue *greeted* millions of immigrants.

It *arrived* as a gift from France in 1885.

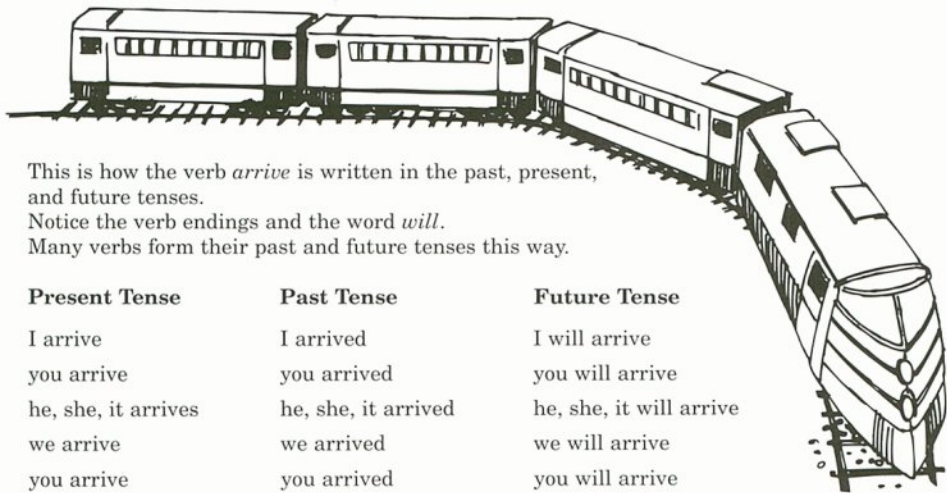
When a verb ends in *e*, drop the final *e* before adding *ed*.

- *Future tense* verbs show action that will take place some time after now.

Form the future tense by placing the word *will* or *shall* before the present tense form of a verb.

It *will stand* for many years as a symbol of freedom.

People *shall continue* to visit it.



This is how the verb *arrive* is written in the past, present, and future tenses.

Notice the verb endings and the word *will*.

Many verbs form their past and future tenses this way.

Present Tense

I arrive
you arrive
he, she, it arrives
we arrive
you arrive
they arrive

Past Tense

I arrived
you arrived
he, she, it arrived
we arrived
you arrived
they arrived

Future Tense

I will arrive
you will arrive
he, she, it will arrive
we will arrive
you will arrive
they will arrive

Write these verbs in the past tense.

1. I approach _____

2. you deliver _____

3. they divide _____

4. she performs _____

5. we imagine _____

6. he designs _____

7. it weighs _____

8. they rent _____

Write these verbs in the future tense.

9. I purchase _____

10. they lift _____

11. we stop _____

12. he wishes _____

13. you state _____

14. it sails _____

15. she waves _____

16. I read _____



EARTH DAY

Underline the correct verb tense to complete each sentence.

17. In 1970, America (celebrated will celebrate) the first Earth Day.

18. People (learn learned) about the environment.

19. We (will need need) clean air and water.

20. Even today, poisons (pollute polluted) the air.

21. We now (realize will realize) the dangers.

22. Throughout this new century, citizens (will work worked) for a cleaner Earth.

REMEMBER

Present tense verbs

show action
happening now.

Past tense verbs
show action that
happened.

Future tense verbs
show action that
will happen.

The verb *be* has unusual forms.

Present Tense

I am we are
you are you are
he, she, it is they are

Past Tense

I was we were
you were you were
he, she, it was they were

Future Tense

I will be we will be
you will be you will be
he, she, it will be they will be

Write a form of *be* to complete each sentence.

1. (past) The rain _____ steady last night.
2. (past) The dogs _____ not afraid of the thunder.
3. (present) They _____ very brave during a storm.
4. (present) I _____ quite proud of them.
5. (future) One day I _____ a dog trainer.
6. (future) Then other dogs _____ as good as mine.



Have is another unusual verb.

Present Tense

I have we have
you have you have
he, she, it has they have

Past Tense

I had we had
you had you had
he, she, it had they had

Future Tense

I will have we will have
you will have you will have
he, she, it will have they will have

Write a form of *have* to complete each sentence.

7. (present) The American flag _____ fifty stars.
8. (past) At one time it _____ only thirteen.
9. (past) The country _____ only thirteen states.
10. (present) Now we _____ fifty states.
11. (future) Possibly the flag _____ more stars one day.
12. (future) Maybe we _____ more than fifty states someday.



Do is another unusual verb.

Present Tense

I do	we do
you do	you do
he, she, it does	they do

Past Tense

I did	we did
you did	you did
he, she, it did	they did

Future Tense

I will do	we will do
you will do	you will do
he, she, it will do	they will do

Write a form of *do* to complete each sentence.

1. (future) Mindy _____ a favor for me.
 2. (present) We _____ our chores together.
 3. (past) Yesterday I _____ her jobs.
 4. (future) Today she _____ the dishes for me.
 5. (present) Frank _____ them on Sundays.
 6. (past) Last week he _____ his homework with Mindy.
7. Write a paragraph of your own. Try to use the present, past, and future tenses of the verbs *be*, *have*, and *do*. Circle each one.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Here are some other verbs that have unusual forms.

Present Tense	Past Tense	Present Tense	Past Tense
begin	began	know	knew
break	broke	make	made
bring	brought	run	ran
come	came	say	said
eat	ate	take	took
find	found	teach	taught
give	gave	think	thought
go	went	write	wrote



The future tense of each of the verbs above is formed by placing the word *will* in front of the present tense verb.

Examples:	I will go	you will bring	they will find
	we will come	she will run	you will think

Fill in the blanks.

Present	Past	Future
1. we come	_____	_____
2. _____	he brought	_____
3. _____	_____	they will say
4. you take	_____	_____
5. _____	I ran	_____
6. _____	_____	it will go
7. she thinks	_____	_____
8. _____	_____	I will know
9. _____	he began	_____
10. I go	_____	_____
11. _____	she wrote	_____
12. _____	_____	he will find

Write each sentence in the past tense.

1. Carlotta finds a pen pal in Australia.

2. They begin their friendship through a club.

3. They write each other many letters and e-mails.

4. They know each other well.

5. Carlotta comes for a visit.

6. She finds everything so interesting.

7. She eats many new foods.

8. She brings presents for the family.

9. She writes letters to her parents.

10. They know how happy she is.

CHECK YOUR WORK

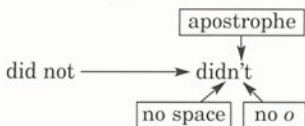
Did you remember how to form the past tense of unusual verbs?

Check your answers in the back of the book.

☐ Yes Go on to page 15.

☐ No Go back to pages 11, 12, and 13 and check again.

When you write a verb and the word *not*, you can write a shorter version called a *contraction*. You write the two words together, with no space between, and leave out the *o* from the word *not*, putting an apostrophe (') in its place.



Here are some common verb contractions.

does + not → doesn't
do + not → don't
is + not → isn't
are + not → aren't
was + not → wasn't
were + not → weren't

would + not → wouldn't
could + not → couldn't
should + not → shouldn't
have + not → haven't
has + not → hasn't
had + not → hadn't

The verb contraction for *will not* is unusual.

will + not → won't

The verb for *can + not* can be written two ways: *cannot* or *can't*.

Write a sentence that means the opposite of each sentence below.

Use a verb contraction in each.

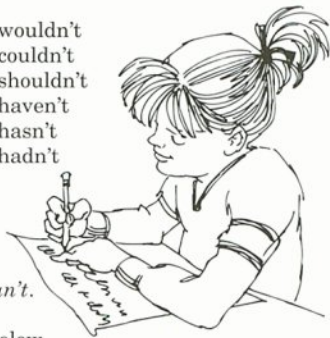
Example: Karim could reach the top shelf.

Karim couldn't reach the top shelf.

1. He can see the box of pencils.

2. Janis is ready for the exam.

3. She was in the library all morning.



CHECK YOUR WORK

Did you remember how to form contractions?

Check your answers in the back of the book.

☐ Yes Go on to page 16.

☐ No Go back to the top of the page and check again.

The *subject* is the naming part of a sentence. It tells who or what the sentence is about. It can be one word or several words.

subject

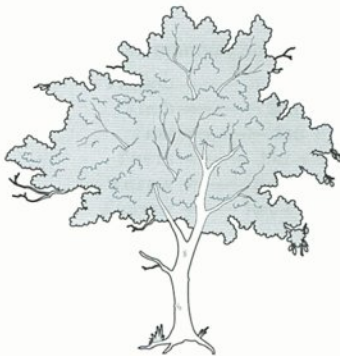
Flames leaped into the air.

subject

The forest ranger in the tower had spotted a fire.

Circle the subject in each sentence.

1. Forest fires destroy trees and animals.
2. Fires have many causes.
3. Careless people may start fires accidentally.
4. Lightning sometimes strikes the trees.
5. Damage from forest fires can spread for miles.
6. Teams of firefighters keep the fire under control.



A sentence may have two subjects.

When a sentence has two subjects, it is called a *compound subject*.

The parts of a compound subject are joined by the word *and* or the word *or*.

compound subject

Food and drinks are served on airplanes.

compound subject

Milk or juice comes with your breakfast.

Circle the compound subject in each sentence below.

Draw a box around the word that joins the two parts.

Example: The pilots and flight attendants make the passengers comfortable.

7. Parents and children often fly together.
8. Luggage and pets fly in a special section.
9. Small suitcases or packages may be carried on the plane.
10. The passengers and flight crew eat their meals in the air.
11. A cook and kitchen workers prepare the meals on the ground.
12. A magazine or a movie makes a long flight enjoyable.

Add the words in parentheses to each subject to make a compound subject.
Write the sentences.

Example: Diane flew to Florida. (Glen)

Diane and Glen flew to Florida.

REMEMBER

Use *and* or *or* to join the parts of a compound subject.

1. The pilot took them on a tour of the plane. (copilot)

2. Sandwiches were served during the flight. (tacos)

3. Carmen met them at the airport. (her father)

4. Carmen suggested they take a shuttle downtown. (a taxi)

Expand each sentence. Turn the subject into a compound subject.

Example: Pancakes are my favorite breakfast.

Pancakes and waffles are my favorite breakfast.

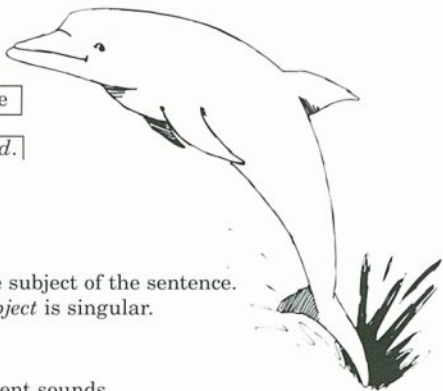
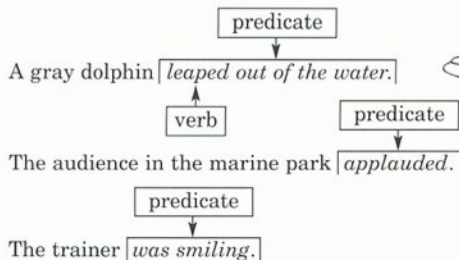
5. Blueberries taste great in pancakes.

6. The plates are on the table.

7. Write a paragraph about your favorite snack. Include at least one sentence with a compound subject.

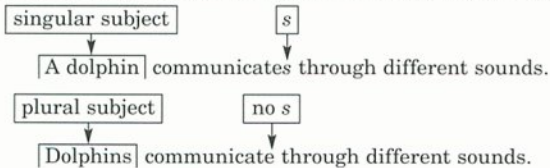
The *predicate* of a sentence is the part that tells about the subject.

The predicate can be one word or several words. It always contains a verb or verb phrase.



The verb in the predicate must agree with the subject of the sentence.

A present tense verb should end in *s* if the *subject* is singular.



Underline the predicate in each sentence.

Then circle the verbs.

1. Archaeologists study the ruins of ancient cultures.
2. The ruins reveal facts about the people of the past.
3. The archaeologist works with a team.
4. The team carefully uncovers fragile items from the earth.
5. Scientists prepare the objects for museums.

Circle the correct verb to complete each sentence.

6. Each year the fifth-graders (goes go) on a field trip.
7. This year the trip (are is) to a science museum.
8. It (contain contains) a model of an ancient Roman wall.
9. (Do Does) archaeologists help build the model?
10. There (are is) also a display about dolphins.

REMEMBER

A *verb phrase* has a helping verb and a main verb.

A predicate that has two or more verbs is a *compound predicate*.

The verbs in a compound predicate are joined by the word *and* or the word *or*.

Museums preserve ancient treasures *and* display them.

If there are more than two verbs, put a comma after each one to separate them. This is called a *series*.

Many visitors view, study, and discuss the precious items.

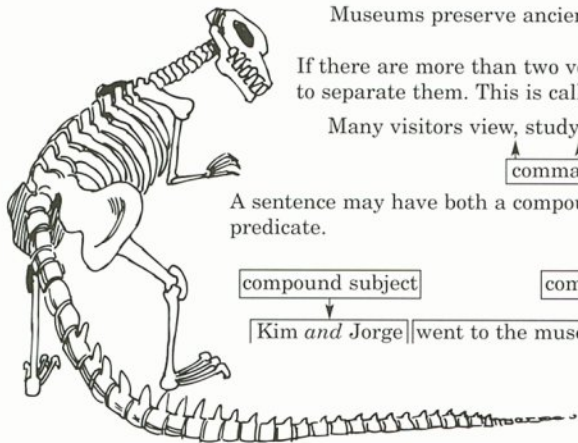
comma

A sentence may have both a compound subject and a compound predicate.

compound subject

compound predicate

[Kim and Jorge] went to the museum *and* saw dinosaur bones.



Underline the predicate in each sentence. Check YES if it is a compound predicate. Check NO if it is not a compound predicate.

Compound Predicate?

YES

NO

1. *Coelophysis* was one of the earliest hunting dinosaurs. ☐ YES ☐ NO
2. These creatures moved about and hunted in groups. ☐ YES ☐ NO
3. Dinosaurs evolved and developed many ways to survive. ☐ YES ☐ NO
4. Some dinosaurs were both fast and armored. ☐ YES ☐ NO
5. The smallest and lightest dinosaurs looked like chickens. ☐ YES ☐ NO
6. Write three sentences—the first one with a compound subject, the second with a compound predicate, and the third with both.

Combine each pair of sentences. Write sentences with compound predicates.
Use the words *and* or *or* to join the verbs.

Example:

Robins fly south in winter. Robins return in the spring.

Robins fly south in winter and return in the spring.

1. The mother robin builds the nest. The mother robin feeds the young birds.

2. People hear the robin's song. People think of spring.

3. Bird-watchers study birds. Bird-watchers take pictures of them.

Expand each sentence. Add the words in parentheses to make a compound predicate.

Example:

Rubber keeps out water. (stretches into different shapes)

Rubber keeps out water and stretches into different shapes.

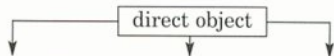
4. Rubber-soled shoes last a long time. (are quiet)

5. People depend on rubber products every day. (use them)

6. Students write with pencils. (use rubber erasers)

7. Write a paragraph of your own about rubber or plastic. Be sure to include a sentence with a compound predicate.

A *direct object* is a word that receives the action of the verb.
It tells *what* or *whom* after the verb.



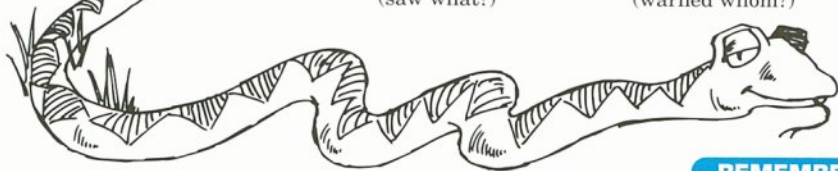
Joshua lifted the rock. He found a snake. He told Ben.

The words *rock*, *snake*, and *Ben* tell you what or who was *lifted*, *found*, and *told*.

They receive the action of the verbs. They are the direct objects of the verbs.

To find the direct object, you must find the verb first.
Then say the verb and ask *what?* or *whom?*

Joshua saw the snake. Ben warned the others.
(saw what?) (warned whom?)



Draw one line under the main verb.
Draw two lines under the direct object.

- | | |
|---------------------------------|--|
| 1. I bought some seeds. | 6. I pull the weeds. |
| 2. I planted a garden. | 7. I water the plants. |
| 3. My brother helped me. | 8. My plants produce beautiful tomatoes. |
| 4. We are growing tomatoes. | 9. I will make a big salad. |
| 5. A garden requires hard work. | 10. I will choose a yummy dressing. |

REMEMBER

A *direct object*
receives the action
of the verb.

Find the direct object in each sentence.
Write the word in the blank.

- | | |
|------------------------------|-------|
| 11. Dad is making dinner. | _____ |
| 12. We asked for tacos. | _____ |
| 13. I cut some lettuce. | _____ |
| 14. Tommy grated the cheese. | _____ |
| 15. Dad cooks the beef. | _____ |

Add a direct object to complete each sentence.

1. The city is building _____.
2. The mayor chose _____.
3. The bulldozers are digging _____.
4. For the walls the builder will use _____.
5. Next month they will open _____.

Write your own sentences.

Use any four of the verbs below and add your own nouns as direct objects.

bring	write	meet	introduce
see	find	admire	practice



6. _____
7. _____
8. _____
9. _____

Remember that a direct object answers the question *what?* or *whom?* after the verb. Some sentences do not have direct objects.

Examples: The moving van was parked in the driveway.
The horn blared loudly.

The words *driveway* and *loudly* are not direct objects. They do not answer *what?* or *whom?*

Read each sentence below.

Check whether or not the sentence has a direct object.

- | | Direct Object | No Direct Object |
|---|--------------------------|--------------------------|
| 10. We are moving to Utah. | ☐ | ☐ |
| 11. The movers packed the boxes. | ☐ | ☐ |
| 12. They loaded the furniture on the truck. | ☐ | ☐ |
| 13. They drove for three days. | ☐ | ☐ |
| 14. We met them at our new home. | ☐ | ☐ |

Go back and underline each direct object.

An *indirect object* comes before the direct object. It tells to *whom* or *for whom* something was done.

indirect object

Mr. Laverty gave Joan tennis lessons.

In this sentence, the direct object is *tennis lessons*. It receives the action of the verb *gave*. The indirect object, *Joan*, tells to whom Mr. Laverty gave the lessons.

The sentence could be written this way:

Mr. Laverty gave tennis lessons *to Joan*.

An indirect object can be a noun or a pronoun.

noun

Joan asked her teacher many questions.

pronoun

He showed her the secrets of winning.

These are the pronouns that can be used as indirect objects.

me you him her it us them

Here are some verbs that are often followed by indirect objects.

give	tell	buy	ask	show
offer	teach	write	make	find



Circle the indirect object in each sentence.

1. Bicycles offer people cheap transportation.
2. Owning a bike gives young people freedom.
3. It also teaches them responsibility.
4. I offer my brother my bike quite often.
5. My parents will buy him his own bike this year.
6. I will find him an old horn in the garage.
7. Dad gave me that horn for my first bike.
8. He also made me this rack for a water bottle.
9. Dad will take us on a bike trip next month.

REMEMBER

An *indirect object* tells to whom or for whom an action was done.

Circle the indirect object in each sentence.

1. Last year Officer Ramirez taught the children the safety rules of riding.
2. She showed Shamar the proper place for lights.
3. He asked her lots of questions.
4. She got him a special book on bicycle safety.
5. A biker should always give drivers a hand signal.
6. Signals tell other people a biker's intentions.
7. Reflectors give you an advantage at night.
8. The lights show others your location on the road.
9. Shamar's parents bought him a bike helmet.
10. Shamar lent me his helmet and bike.



Rewrite each sentence to replace the underlined words with an indirect object.

Example: Can I give some good news to you?

Can I give you some good news?

11. Mrs. Tremain sent two concert tickets to us.

12. She bought a ticket for Carolyn, too.

13. We can give a ride to the concert to you.

14. We will write a thank-you note to Mrs. Tremain.

CHECK YOUR WORK

Did you remember how to use an indirect object in a sentence?

Check your answers in the back of the book.

- ☐ Yes Go on to page 25.
☐ No Go back to page 23 and check again.

You probably remember that a *pronoun* replaces a noun.

Pronouns can be used as subjects, direct objects, or indirect objects.

Subject Pronouns

Singular: I you he she it

Plural: we you they

Object Pronouns

Singular: me you him her it

Plural: us you them

The noun that a pronoun replaces is called its *antecedent*.

A pronoun must agree with its antecedent.

If the antecedent is singular, the pronoun must be singular.

If the noun names a male, use *he* or *him*.

If the noun names a female, use *she* or *her*.

antecedent pronoun

Goram said he would come over tonight.

He agrees with *Goram* because it is singular and male.

Sometimes the antecedent is not in the same sentence with the pronoun.

antecedent pronoun

[Goram] is late. [He] is usually on time.

Change the underlined nouns in each sentence to a pronoun.

Write the pronoun in the space.

Example: June said June has a new hobby.

she

1. June is collecting photographs of her friends.

2. My favorite is the photo of Carlos.

3. He is sitting on a fence with Judy.

4. Judy is wearing a straw hat.

Draw an arrow from each pronoun to its antecedent.

Example: Marco told the class about a book he read.

5. The book was interesting. It was a biography of Mark Twain.

6. Twain worked on the Mississippi when he was a young man.

7. Marco said he learned about Mark Twain's sense of humor.

8. One funny book is about a frog. It was a champion jumper.



A *possessive pronoun* shows ownership. These are the possessive pronouns.

Singular: my, mine, your, yours, his, her, hers, its

Plural: our, ours, your, yours, their, theirs

Use *my*, *your*, *his*, *her*, and *its* with nouns.

This is *your* trophy.

Are those *my* medals?

Which is *his* locker?

Use *mine*, *yours*, *his*, *hers*, *ours*, and *theirs* alone.

This trophy is *yours*.

Are those medals *mine*?

Which locker is *his*?



Possessive pronouns must agree with their antecedents.

antecedent

possessive pronoun

↓
Teri wore the ribbon on *her* jacket.

Rewrite each sentence to replace each underlined noun with a possessive pronoun.

Example: Atlanta is Wendy's favorite city.

Atlanta is her favorite city.

1. She once visited Mr. Hart's family.

2. His parents' house is just outside the city.

Rewrite these sentences two different ways, using possessive pronouns.

Example:

This book belongs to Alice.

This is her book.

This book is hers.

3. This party is for you.

4. That is Marika's dress.

When you use pronouns as part of a compound subject, remember to use the subject pronouns. When you talk about yourself as part of a compound subject, remember to put the word *I* last.

Bettina and *I* did a report about the moon.

She and I visited the library last week.

To test whether you should use a subject pronoun, say or write the sentence without the other person's name.

You would not say, "*Me* did a report about the moon."

So you know you should use the pronoun *I*.

When you use pairs of pronouns as direct or indirect objects, remember to use object pronouns.

The teacher gave *Hal and her* an extra day.

Use the same test to see whether you are using the correct pronoun. Take out the other person's name and say or write the sentence.

You would not say, "The teacher gave *she* an extra day," so you know that *her* is correct.

Expand each sentence by adding a pronoun. The underlined words show where to add it.

Example: Ethan accepted the gift gladly.

Ethan and I accepted the gift gladly.

1. Everyone watched Ethan on the stage. _____
2. He made a speech about the science fair. _____

Circle the correct pronoun or pair of pronouns to complete each sentence.

3. Mr. Cliff hired Jeffrey and (I me) last summer.
4. I met Mr. Cliff's wife and (he him) at a baseball game.
5. (Him and her He and she) needed garden helpers.
6. (Jeffrey and I Me and Jeffrey) mow the lawn every week.
7. Mr. Cliff often gives (him and me he and I) free tickets.
8. Do (you and he you and him) like to work together?
9. (Deba and I Deba and me) got a job washing windows.
10. Did they first contact (you or her you or she)?



REMEMBER

Subject pronouns:

I, you, he, she,
it, we, they

Object pronouns:

me, you, him, her, it,
us, them

A *conjunction* joins words or groups of words.

Conjunctions

and	but	or	so
yet	for	nor	

Conjunctions join words that have the same function in a sentence. That is, conjunctions join a noun with another noun, a verb with another verb, a phrase with another phrase, and so on.

Thomas Edison invented the phonograph *and* the electric light.

He invented *or* improved more than a thousand inventions.

He sometimes failed *but* never became discouraged.

Remember to use a comma when you join more than two words or groups of words.

Some of Edison's inventions were the stock ticker, the electric pen, and talking motion pictures.

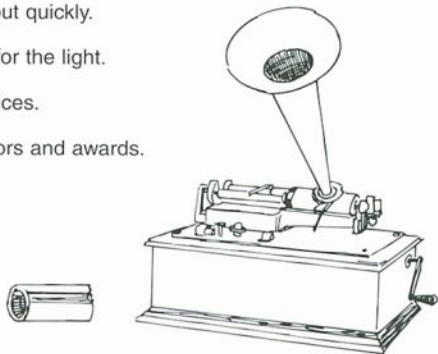
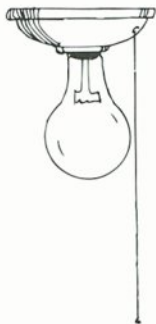
comma

Circle the conjunction in each sentence.

Underline the word or groups of words each conjunction joins.

Example: As a child, Edison lived in Ohio and Michigan.

1. Young Thomas held jobs as a newsboy *and* a telegrapher.
2. In school he had been bright *yet* unsuccessful.
3. He asked many questions *and* annoyed the teacher.
4. His mother took him out of school *and* taught him herself.
5. Years of research *and* discovery went into the invention of movies.
6. Inventors of film, cameras, lights, *and* microphones contributed to the invention.
7. The first electric light worked well *but* burned out quickly.
8. Edison experimented *and* found a better wire for the light.
9. The light could then be used in homes *and* offices.
10. During his lifetime, Edison received many honors *and* awards.



Write the conjunction *and*, *but*, or *or* to complete each sentence.

1. Would you rather have baked _____ mashed potatoes?
2. Marlene cooked the potatoes, added milk, _____ mashed them.
3. I invited the Cohens to dinner, _____ they could not come.
4. The salt _____ pepper are on the table.
5. Does everyone have a cup _____ saucer?
6. The peaches are ripe _____ not soft.
7. Please sit here _____ over there.
8. Ray, Yolanda, _____ Sara will sit in this chair.
9. Did you buy _____ make this bread?
10. David, Leticia, _____ Ramon all liked the chicken.



Expand each sentence by adding a conjunction and some additional words of your own.

Example: Gwen sent letters to all her friends.

Gwen sent letters and cards to all her friends.

11. She told them about her trip to the mountains.

12. She saw deer in the fields every morning.

13. Some wild turkeys flew out of the trees.

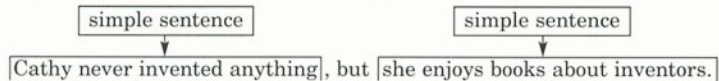
14. She heard many frogs croaking each evening.

15. She fell asleep listening to the sounds of peepers.

A sentence that has one subject and one predicate is a *simple sentence*.



A *compound sentence* is two or more simple sentences joined together.



Two simple sentences were joined together to make the compound sentence above. Notice that each sentence has a subject and a predicate.

The conjunctions *and*, *or*, *but*, or *nor* are used to join simple sentences. Put a comma before the conjunction.

comma

↓
I want to read this book, or maybe I will get the audiotape.

REMEMBER

A sentence has a subject and a predicate.

Read each sentence.

Write **S** if it is a simple sentence.

Write **C** if it is a compound sentence.

- | | |
|--|-------|
| 1. Whitcomb Judson invented the zipper in 1883. | _____ |
| 2. He invented it as a fastener for shoes, but it was also used for clothing. | _____ |
| 3. Zippers soon replaced many buttons and hooks. | _____ |
| 4. The zipper is a wonderful invention, and we cannot imagine life without it. | _____ |
| 5. The umbrella is another really useful invention. | _____ |
| 6. Six inventors worked together on it, and they shared the profits. | _____ |
| 7. The thermos is another great invention. | _____ |
| 8. Who invented it, and when was it invented? | _____ |

CHECK YOUR WORK

Did you remember the difference between a simple sentence and a compound sentence? Check your answers in the back of the book.

- ☐ Yes Go on to page 31.
- ☐ No Go back to the top of the page and check again.

In each compound sentence, underline the two simple sentences.
Circle the conjunction.

Example: Vanilla beans grow on vines, and they give flavor to many foods.



REMEMBER

When two simple sentences are joined to form a compound sentence, both a comma and a conjunction are used.

1. Cooks can use pure vanilla, or they can buy an imitation.
2. The imitation is less expensive, but it does not taste as good.
3. I like vanilla yogurt, but my favorite flavor is lemon.
4. Yogurt is made from milk, and it has many of the same vitamins.
5. Dad bought me a yogurt machine, and now I make my own yogurt.

Combine these pairs of sentences to make compound sentences.

Example: Alaska has a cold climate. In some parts the temperatures become quite warm.

*Alaska has a cold climate, but in some parts
the temperatures become quite warm.*

6. Alaska has a large mainland. It includes many islands as well.

7. Fishing is a major industry. Much of the world's salmon comes from Alaska.

8. Anchorage is the largest city. Juneau is the state capital.

9. Write your own compound sentence about Alaska.

Adjectives modify nouns or pronouns.

Adjectives answer these questions:

What kind? *yellow bird, old barn, huge truck, ugly hat*
How many? *one day, many friends*
How much? *more milk, less time*
Which one? *that house, those trees*

Like nouns, there are common adjectives and proper adjectives.

Proper adjectives should be capitalized.

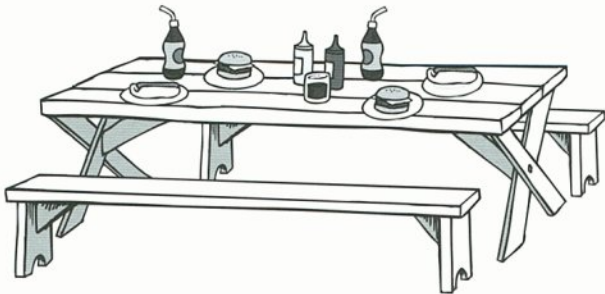
Asian countries German cars Hawaiian music

Underline the common adjectives and circle the proper adjectives in the sentences.

1. The neighbors had an unusual picnic.
2. There were Swedish meatballs and plain American hamburgers.
3. Everyone brought a different food.
4. The Satos made Chinese egg rolls.
5. My grandparents made a big pot of Hungarian stew.
6. Forty people were invited.
7. Mr. Rodriguez brought spicy chili.
8. Mrs. Epstein brought matzo ball soup.
9. Cold Italian ices were the dessert.
10. Everyone had a great time.

REMEMBER

Adjectives tell
*what kind, how
 many, how much,
 or which one.*





The words *the*, *a*, and *an* are adjectives called *articles*.
The is a *definite* article. *A* and *an* are *indefinite* articles.

The book indicates a specific book.

A book indicates any book. It is not specific.

Underline the adjectives, including the articles, in each sentence.

1. The American flag has fifty stars and thirteen stripes.
2. The white stars are set on a blue background.
3. Many different flags appeared in the 1700s.
4. One flag had a rattlesnake on it.
5. A plain red flag had a green tree.
6. One troop of soldiers carried a yellow flag with an elaborate crest on it.



Use adjectives in sentences to describe each of these things:

7. the weather today

8. your best friend

9. your room

10. your school

11. your favorite pastime

Adverbs tell *how*, *when*, *where*, *how often*, or *to what extent*.

Adverbs modify verbs:

The author wrote *quickly*. (wrote how)

The author wrote *yesterday*. (wrote when)

The author wrote *here*. (wrote where)

Adverbs modify adjectives:

The book is *so* funny. (funny to what extent)

It is *fairly* easy reading. (how easy)

Adverbs modify other adverbs:

The main character ran *far* away. (away where)

The book ended *quite* suddenly. (how suddenly)

Notice that an adverb usually comes before the adjective or adverb it modifies.

An adverb that modifies a verb may come before the verb, after the verb, or may be apart from the verb.

Often she laughed.

She *often* laughed.

She laughed *often*.

Many adverbs are formed by adding *ly* to adjectives.

complete → completely

sharp → sharply

easy → easily

Underline the adverb in each sentence and write whether it tells how, when, where, how frequently, or to what extent.

Draw an arrow from each adverb to the word it modifies.

Example: Have you ever heard of the blues?

when

1. Bessie Smith was a very fine singer.

2. Her family was extremely poor.

3. She traveled everywhere to sing.

4. She sang the blues so well.

5. Her voice was truly rich.

6. She never used a microphone.

7. Her records became quite popular.

8. Audiences always loved her songs.

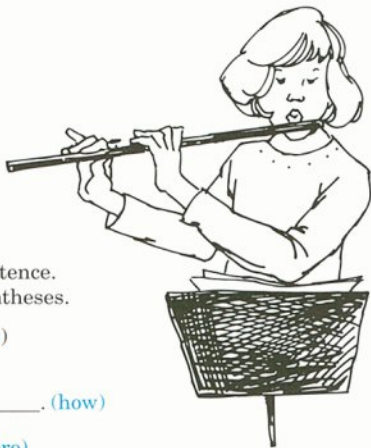
Complete each sentence with the “best” adverb.

easily far very soon always early

1. Speaking a foreign language is a _____ valuable skill.
2. We can _____ communicate with people from other countries.
3. People _____ like to hear their own language when they are _____ from home.
4. Young people can begin learning other languages _____ in their lives.
5. _____ they can speak and understand a second language.

REMEMBER

An adverb may modify a verb, an adjective, or another adverb.



Write an adverb of your own to complete each sentence. Choose an adverb that matches the word in parentheses.

Example: The audience sat quietly. (how)

6. The conductor tapped the baton _____. (how)
7. The musicians looked _____. (where)
8. The conductor _____ (when) paused _____. (to what extent)
9. The violins began _____. (how)
10. _____ (when) the flutes joined _____. (where)
11. _____ (when) the horns sounded _____. (where)
12. All the different instruments blended _____ (to what extent) _____ (how)

The word *not* is a negative adverb. It usually modifies a verb.
When you use the word *not* in a sentence, do not use other negative words, such as *never*, *nobody*, *nothing*, *none*, *no one*, *neither*, or *nowhere*.

Incorrect: Vanessa did not see nobody in the yard.
(The incorrect sentence has two negative words—*not* and *nobody*.)

Correct: Vanessa did *not* see *anybody* in the yard.
or
Vanessa saw *nobody* in the yard.

Each incorrect sentence below has two negative words. Write each sentence correctly.

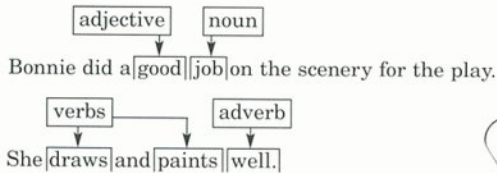
1. Mom did not say nothing about her plans.

2. She was not usually late neither.

3. Luckily Vanessa didn't never forget her key.

4. She was so organized, she never forgot nothing.

Sometimes the words *good* and *well* cause confusion.
Remember that *good* is an adjective and *well* is an adverb.



Write *good* or *well* to complete each sentence.

- The actors learned their parts _____.
- Marcie has a _____ role this year.
- This song would be _____ for the beginning of the play.
- Marcie sings _____, and she knows the song.
- The chorus had a _____ practice this morning.

A *preposition* is a word that relates a noun or pronoun to another word in the sentence.

preposition

The people in the picture were smiling.

In this sentence, the preposition *in* shows the relationship between *people* and the *picture*.

Here are some common prepositions.

about	as	beyond	from	onto	to
above	at	but	in	out	toward
across	before	by	into	over	under
after	behind	despite	like	past	until
against	below	down	near	since	up
along	beneath	during	of	through	upon
among	beside	except	off	throughout	with
around	between	for	on	till	without

A preposition and the words that follow it are called a *prepositional phrase*.

In other words, a prepositional phrase begins with a preposition and ends with a noun or pronoun.

The noun or pronoun in the prepositional phrase is called the *object of the preposition*.

prepositional phrase

The team with the blue jerseys is winning.

preposition

object

Is someone hurt *on the field*?

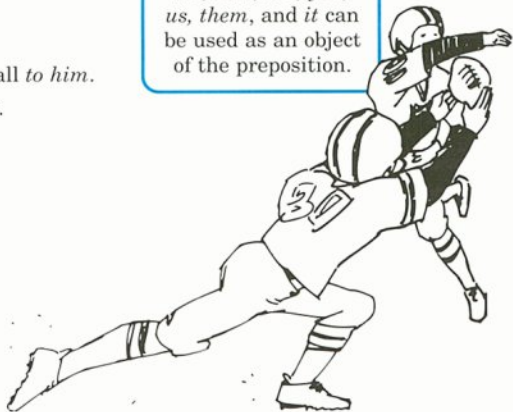
The quarterback passed the ball *to him*.

The ball did not come *near me*.

I ran *past them*.

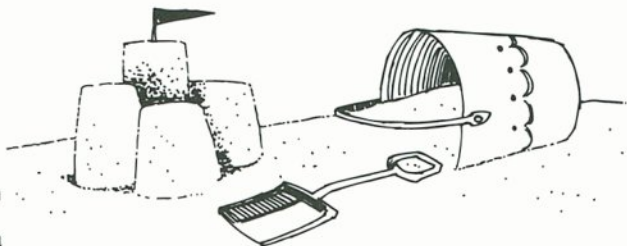
REMEMBER

Only the pronouns *me, him, her, you, us, them*, and *it* can be used as an object of the preposition.



In each prepositional phrase, circle the preposition.
Underline the object of the preposition.

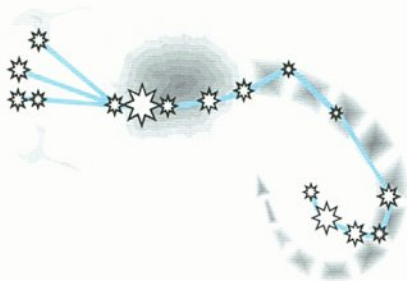
- | | | |
|---------------------------------|----------------------|---------------------------|
| 1. through the open window | 11. at home | 15. under his blue coat |
| 2. of a very long speech | 12. into your bag | 16. toward the dark woods |
| 3. during class | 13. with me | 17. near them |
| 4. up the stairs | 14. among my friends | 18. beside the car |
| 5. with a frightening crash | | |
| 6. in Africa | | |
| 7. for us | | |
| 8. without any furniture | | |
| 9. about a wonderful vacation | | |
| 10. behind the green plaid sofa | | |



Underline the prepositional phrase in each sentence.
Circle each preposition and draw an arrow to the object of the preposition.

Example: James is reading a book about the stars.

21. Sometimes groups of stars make a picture.
22. These pictures in the sky are constellations.
23. Draw lines between the brightest stars.
24. With a little effort, you will see the picture.
25. People have watched stars since ancient times.
26. They invented stories about them.



CHECK YOUR WORK

Did you remember which words are prepositions?
Check your answers in the back of the book.

- ☐ Yes Go on to page 39.
☐ No Go back to page 37 and check again.

Write a preposition to complete each sentence.

1. An old lamp stood _____ the oak table.
2. _____ the bookcase stood a stack of books.
3. Martha looked _____ the fireplace.
4. She had arrived _____ the others.
5. James was always _____ her.
6. A tall man waited _____ the den.
7. Now a car was driving _____ the driveway.
8. Martha quickly put the paper _____ the fireplace.


REMEMBER

A preposition shows the relationship between two words in a sentence.

Add a prepositional phrase of your own to each sentence.
Write the sentence.

Example: Gina found an old photograph album.

Gina found an old photograph album in her grandfather's attic.

9. She recognized a picture.

10. Uncle Jim took the picture.

11. Her grandfather's house looked different.

12. The house used to have a big porch.

Use capital letters when writing initials, and put a period after each initial.

Raymond A. Martin

R. A. Martin

Begin abbreviations of titles with a capital letter. Put a period at the end.

Mr. Mrs. Dr. Ms. Rev. Miss (The title *Miss* has no period.)

Begin abbreviations of proper nouns with a capital letter, and put a period at the end.

Examples:

Days Saturday—Sat.

Monday—Mon.

Wednesday—Wed.

Months March—Mar.

August—Aug.

September—Sept.

Streets Street—St.

Avenue—Ave.

Lane—Ln.

Abbreviations of common nouns do not begin with capital letters.

Most English units of measure end with periods. Do not use periods after metric units of measure. (You may find that some books use no periods for any units of measure.)

Examples:

quart—qt.

foot—ft.

inch—in.

pound—lb.

mile—mi.

minute—min.

millimeter—mm

centimeter—cm

meter—m

kilometer—km

kilogram—kg

gram—g

Write the abbreviation for each word.

1. Thursday _____

9. December _____

2. Avenue _____

10. mile _____

3. Mister _____

11. centimeter _____

4. pound _____

12. April _____

5. Drive _____

13. Doctor _____

6. Sunday _____

14. inch _____

7. kilogram _____

15. Saturday _____

8. foot _____

16. Lane _____

17. Make up an address and write it here. Use at least three abbreviations.

Use a comma between the name of a city and a state.

Bozeman, Montana or Bozeman, MT

Do not use periods after a two-letter postal code of a state.

Florida—FL Texas—TX Indiana—IN

Put a comma between the day and year in a date.

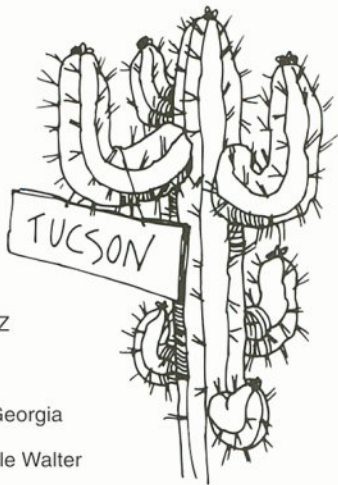
July 30, 2001 November 29, 1979

Put a comma after the greeting of a friendly letter.

Dear Grandma Early,

Circle the item in each row that is written correctly.

- | | | |
|-----------------------|--------------------|-------------------|
| 1. Tucson, AZ | Tucson AZ, | Tucson AZ |
| 2. Dear Bill | Dear, Bill | Dear Bill, |
| 3. Atlanta Georgia | Atlanta. Georgia | Atlanta, Georgia |
| 4. Dear Uncle Walter, | Dear Uncle, Walter | Dear Uncle Walter |
| 5. July 9, 1987 | July, 9 1987 | July 9 1987 |



- Use a comma to separate two or more words in a series.

George, Donna, Jim, and Kirsten came for dinner.
They had chicken, peas, and potatoes.

- Put a comma after the words that introduce a sentence.

First, let me tell you about my day.
Actually, I don't know what happened.

- Use a comma to set off the name of a person being spoken to or addressed.

Maureen, your sister is here.
Please come in, Liam.
Oh, Juan, you can't be serious.

Put commas where they belong in these sentences.

6. Jim how many people went to the show?
7. Well I didn't count them.
8. I saw Brian Lisa Pamela and Tim.

A *quotation* is the exact words a person says or writes.
 Put quotation marks (" ") around a quotation.
 A comma sets off the quotation from the rest of the sentence.

comma
 ↓
 Mrs. Goldstein said, "Turn right at the corner."
 "Turn right at the corner," said Mrs. Goldstein.
 ↑
comma

The end punctuation of a quotation—period, exclamation point, or question mark—goes inside the quotation marks.

Bob exclaimed, "What a beautiful view!"
 "What a beautiful view!" Bob exclaimed.
 Mina asked, "Should we take pictures?"
 "Should we take pictures?" Mina asked.



You can break up a long quotation.

"The road to the old stone quarry," Mrs. Hess said, "is two miles long and runs along the river."

Write each sentence as a quotation.

You may place the person's words at the beginning or at the end of the sentence.

Example: Dr. Burrett said that the dog needs a shot.

Dr. Burrett said, "The dog needs a shot."
 or *"The dog needs a shot," said Dr. Burrett*

1. Robert replied that Buster had shots last year.

2. The nurse exclaimed that Buster is such a good dog.

3. Sheri said that she loved all animals.

Put commas and quotation marks where they belong in each sentence.

4. What is the largest mammal? asked Mrs. George.

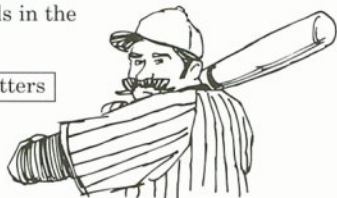
5. Miko said It must be the whale.

6. The biggest whale is the blue whale he continued and it is almost 100 feet long.

Use capital letters for the first word and all important words in the titles of books, movies, poems, and magazine articles.

Gordon read the poem "Casey at the Bat."

capital letters



Names of books, magazines, newspapers, plays, movies, and television shows should be underlined.

The Wizard of Oz is my favorite movie.

Note: Italic type may be used instead of underlining when material is typed or printed.

Names of stories, poems, magazine articles, book chapters, and songs should be written in quotation marks.

"Jingle Bells" is one of my favorite songs.

Write each title correctly.

1. all summer in a day (story) _____
2. the black pearl (book) _____
3. you are my sunshine (song) _____
4. sesame street (television show) _____

This punctuation mark is called an *apostrophe*: '

Use an apostrophe for possessive nouns.

Singular:	Harry's desk	the judge's robe
Plural:	the artists' displays	elephants' trunks

Use an apostrophe in a contraction.

it's	didn't	wouldn't	wasn't	can't
won't	I'm	you're	we've	he'd

REMEMBER

Possessive nouns show ownership. A contraction is a short way of writing two words.

Put apostrophes where they belong in these sentences.

5. Did you hear the two boys idea about buried treasure?
6. Its the most ridiculous idea Ive ever heard.
7. Theyre digging up the Wilsons backyard.
8. Maybe theyll find something, but it wont be treasure.
9. Mr. Wilsons dog buried its bones there.
10. Old dog bones arent worth very much.

Read this note that Douglas wrote. Then rewrite the note, adding adjectives and adverbs to make it more interesting. Add direct or indirect objects, prepositional phrases, and compound subjects or predicates, also.



The house has a room with a hidden door. Which room is it? You must figure it out for yourself. Find the door. It will lead to a room. A creature lives there. Do not be afraid. Be sure to bring cookies. The creature likes them. The creature might show you its collections of junk.

Example: *The scary old house has a room near the kitchen with a carefully hidden door.*

Rewrite Douglas's note here.

Page 3

- Who is the person in this picture?
- He is a juggler at the fair.
- What a bright costume he is wearing!
- May I take a picture with your camera?
- Show me what to do.
- I wish I had a video camera.

Q
S
E
Q
C
S

Page 4

- inventor habit direct satisfy hamsters Scott
pleasure shovel lagoon inner frozen England
pearl rainbow settlers after fear rose

2-9. Answers will vary.

- Mrs. Kaufman assigned reports on ancient civilizations.
- Ted gave a report on ancient Egypt.
- Most Egyptians lived near the Nile River.
- Ted was fascinated by the pyramids.
- He also wanted to learn more about King Tut and other rulers of Egypt.

Page 5

- arguments
- babies
- brushes
- ladies
- monkeys
- taxes
- ashes
- porcupines
- messes
- mammals
- Sundays
- societies
- fuzzes
- churches
- rocks
- tests

Page 6

- calves
- men
- shelves
- goldfish
- puffs
- women
- reindeer
- elves
- grandchildren
- lives
- leaves
- staffs
- oxen
- geese

Page 7

- the Fosters' car
- Phyllis's hair
- the women's voices
- the deer's eyes
- Patrick's bicycle
- the roosters' tails
- Mr. Cox's book
- Mrs. Ross's skirts
- Marshall's computer

Page 8

- A band practices for many hours.
- The musicians are excellent performers.
- They become more skilled with practice.
- The conductor leads them in each song.
- They follow his movements clearly.
- The band members appear confident.
- This song is the audience's favorite.
- Everyone applauds at the end.
- We talked about the concert on the way home.
- It was a great success.

A
L
L
A
A
L
L
A
A
L

Page 10

- I approached
- you delivered
- they divided
- she performed
- we imagined
- he designed
- it weighed
- they rented
- I will purchase
- he will wish
- she will wave
- they will lift
- you will state
- I will read
- we will stop
- it will sail

Note: Shall is also an acceptable answer for 9-16.

These verbs should be underlined:

- celebrated
- learned
- need
- pollute
- realize
- will work

Page 11

- The rain was steady last night.
- The dogs were not afraid of the thunder.
- They are very brave during a storm.
- I am quite proud of them.
- One day I will be a dog trainer.
- Then other dogs will be as good as mine.
- The American flag has fifty stars.
- At one time it had only thirteen.
- The country had only thirteen states.
- Now we have fifty states.
- Possibly the flag will have more stars one day.
- Maybe we will have more than fifty states someday.

Page 12

- Mindy will do a favor for me.
- We do our chores together.
- Yesterday I did her jobs.
- Today she will do the dishes for me.
- Frank does them on Sundays.
- Last week he did his homework with Mindy.
- Answers will vary.

Page 13

- | Present | Past | Future |
|----------------|-------------|----------------|
| 1. we come | we came | we will come |
| 2. he brings | he brought | he will bring |
| 3. they say | they said | they will say |
| 4. you take | you took | you will take |
| 5. I run | I ran | I will run |
| 6. it goes | it went | it will go |
| 7. she thinks | she thought | she will think |
| 8. I know | I knew | I will know |
| 9. he begins | he began | he will begin |
| 10. I go | I went | I will go |
| 11. she writes | she wrote | she will write |
| 12. he finds | he found | he will find |

Page 14

- Carlotta found a pen pal in Australia.
- They began their friendship through a club.
- They wrote each other many letters and e-mails.
- They knew each other well.
- Carlotta came for a visit.
- She found everything so interesting.
- She ate many new foods.
- She brought presents for the family.
- She wrote letters to her parents.
- They knew how happy she was.

Page 15

1. He can't see the box of pencils.
2. Janis isn't ready for the exam.
3. She wasn't in the library all morning.

Page 16

1. Forest fires destroy trees and animals.
2. Fires have many causes.
3. Careless people may start fires accidentally.
4. Lightning sometimes strikes the trees.
5. Damage from forest fires can spread for miles.
6. Teams of firefighters keep the fire under control.
7. Parents and children often fly together.
8. Luggage and pets fly in a special section.
9. Small suitcases or packages may be carried on the plane.
10. The passengers and flight crew eat their meals in the air.
11. A cook and kitchen workers prepare the meals on the ground.
12. A magazine or a movie makes a long flight enjoyable.

Page 17

1. The pilot and copilot took them on a tour of the plane.
 2. Sandwiches and tacos were served during the flight.
 3. Carmen and her father met them at the airport.
 4. Carmen suggested they take a shuttle or a taxi downtown.
- 5-7. Answers will vary.

Page 18

1. Archaeologists study the ruins of ancient cultures.
2. The ruins reveal facts about the people of the past.
3. The archaeologist works with a team.
4. The team carefully uncovers fragile items from the earth.
5. Scientists prepare the objects for museums.

These verbs should be circled:

6. go 7. is 8. contains 9. Do 10. is

Page 19

1. Coelophysis was one of the earliest hunting dinosaurs. (No)
2. These creatures moved about and hunted in groups. (Yes)
3. Dinosaurs evolved and developed many ways to survive. (Yes)
4. Some dinosaurs were both fast and armored. (No)
5. The smallest and lightest dinosaurs looked like chickens. (No)
6. Answers will vary.

Page 20

1. The mother robin builds the nest and feeds the young birds.
2. People hear the robin's song and think of spring.
3. Bird-watchers study birds and take pictures of them.
4. Rubber-soled shoes last a long time and are quiet.
5. People depend on rubber products and use them every day.
6. Students write with pencils and use rubber erasers.
7. Answers will vary.

Page 21

1. I bought some seeds.
2. I planted a garden.
3. My brother helped me.
4. We are growing tomatoes.
5. A garden requires hard work.
6. I pull the weeds.
7. I water the plants.
8. My plants produce beautiful tomatoes.
9. I will make a big salad.
10. I will choose a yummy dressing.
11. dinner 13. lettuce 15. beef
12. tacos 14. cheese

Page 22

- 1-9. Answers will vary.
10. no direct object 13. no direct object
11. direct object (boxes) 14. direct object (them)
12. direct object (furniture)

Page 23

1. Bicycles offer people cheap transportation.
2. Owning a bike gives young people freedom.
3. It also teaches them responsibility.
4. I offer my brother my bike quite often.
5. My parents will buy him his own bike this year.
6. I will find him an old horn in the garage.
7. Dad gave me that horn for my first bike.
8. He also made me this rack for a water bottle.
9. Dad will take us on a bike trip next month.

Page 24

1. Last year Officer Ramirez taught the children the safety rules of riding.
2. She showed Shamar the proper place for lights.
3. He asked her lots of questions.
4. She got him a special book on bicycle safety.
5. A biker should always give drivers a hand signal.
6. Signals tell other people a biker's intentions.
7. Reflectors give you an advantage at night.
8. The lights show others your location on the road.
9. Shamar's parents bought him a bike helmet.
10. Shamar lent me his helmet and bike.
11. Mrs. Tremain sent us two concert tickets.
12. She bought Carolyn a ticket, too.
13. We can give you a ride to the concert.
14. We will write Mrs. Tremain a thank-you note.

Page 25

1. June is collecting photographs of them.
2. My favorite is the photo of him.
3. He is sitting on a fence with her.
4. She is wearing a straw hat.
5. The book was interesting. It was a biography of Mark Twain.
6. Twain worked on the Mississippi when he was a young man.
7. Marco said he learned about Mark Twain's sense of humor.
8. One funny book is about a frog. It was a champion jumper.

Page 26

1. She once visited his family.
2. Their house is just outside the city.
3. This is your party. This party is yours.
4. That is her dress. That dress is hers.

Page 27

1-2. Answers will vary.

These words should be circled:

- | | | |
|---------------|------------------|----------------|
| 3. me | 6. Jeffrey and I | 9. Deba and I |
| 4. him | 7. him and me | 10. you or her |
| 5. He and she | 8. you and he | |

Page 28

1. Young Thomas held jobs as a newsboy and a telegrapher.
2. In school he had been bright yet unsuccessful.
3. He asked many questions and annoyed the teacher.
4. His mother took him out of school and taught him herself.
5. Years of research and discovery went into the invention of movies.
6. Inventors of film, cameras, lights, and microphones contributed to the invention.
7. The first electric light worked well but burned out quickly.
8. Edison experimented and found a better wire for the light.
9. The light could then be used in homes and offices.
10. During his lifetime, Edison received many honors and awards.

Page 29

1. Would you rather have baked or mashed potatoes?
2. Marlene cooked the potatoes, added milk, and mashed them.
3. I invited the Cohens to dinner, but they could not come.
4. The salt and pepper are on the table.
5. Does everyone have a cup and saucer?
6. The peaches are ripe but not soft.
7. Please sit here or over there.
8. Ray, Yolanda, or Sara will sit in this chair.
9. Did you buy or make this bread?
10. David, Leticia, and Ramon all liked the chicken.

11-15. Answers will vary.

Page 30

- | | | | |
|------|------|------|------|
| 1. S | 3. S | 5. S | 7. S |
| 2. C | 4. C | 6. C | 8. C |

Page 31

1. Cooks can use pure vanilla, or they can buy an imitation.
2. The imitation is less expensive, but it does not taste as good.
3. I like vanilla yogurt, but my favorite flavor is lemon.
4. Yogurt is made from milk, and it has many of the same vitamins.
5. Dad bought me a yogurt machine, and now I make my own yogurt.
6. Alaska has a large mainland, and it includes many islands as well.
7. Fishing is a major industry, and much of the world's salmon comes from Alaska.
8. Anchorage is the largest city, but Juneau is the state capital.
9. Answers will vary.

Page 32

1. The neighbors had an unusual picnic.
 2. There were Swedish meatballs and plain American hamburgers.
 3. Everyone brought a different food.
 4. The Satos made Chinese egg rolls.
 5. My grandparents made a big pot of Hungarian stew.
 6. Forty people were invited.
 7. Mr. Rodriguez brought spicy chili.
 8. Mrs. Epstein brought matzo ball soup.
 9. Cold Italian ices were the dessert.
 10. Everyone had a great time.
- (Some students may underline a, and, and the.)

Page 33

1. The American flag has fifty stars and thirteen stripes.
2. The white stars are set on a blue background.
3. Many different flags appeared in the 1700s.
4. One flag had a rattlesnake on it.
5. A plain red flag had a green tree.
6. One troop of soldiers carried a yellow flag with an elaborate crest on it.

7-11. Answers will vary.

Page 34

1. Bessie Smith was a very fine singer. (to what extent)
 2. Her family was extremely poor. (to what extent)
 3. She traveled everywhere to sing. (where)
 4. She sang the blues so well. (to what extent)
 5. Her voice was truly rich. (to what extent)
 6. She never used a microphone. (when or how frequently)
 7. Her records became quite popular. (to what extent)
 8. Audiences always loved her songs. (when)
- (Some students may select how rather than to what extent.)

Page 35

1. Speaking a foreign language is a very valuable skill.
2. We can easily communicate with people from other countries.
3. People always like to hear their own language when they are far from home.
4. Young people can begin learning other languages early in their lives.
5. Soon they can speak and understand a second language.

6-12. Answers will vary.

Page 36

1. Mom did not say anything about her plans. OR Mom said nothing about her plans.
2. She was not usually late either.
3. Luckily Vanessa didn't ever forget her key. OR Luckily Vanessa never forgot her key.
4. She was so organized, she never forgot anything.
5. The actors learned their parts well.
6. Marcie has a good role this year.
7. This song would be good for the beginning of the play.
8. Marcie sings well, and she knows the song.
9. The chorus had a good practice this morning.

Page 38

1. through the open window
2. of a very long speech
3. during class
4. up the stairs
5. with a frightening crash
6. in Africa
7. for us
8. without any furniture
9. about a wonderful vacation
10. behind the green plaid sofa
21. Sometimes groups of stars make a picture.
22. These pictures in the sky are constellations.
23. Draw lines between the brightest stars.
24. With a little effort, you will see the picture.
25. People have watched stars since ancient times.
26. They invented stories about them.

Page 39

Answers will vary.

Page 40

- | | |
|-----------|----------|
| 1. Thurs. | 9. Dec. |
| 2. Ave. | 10. mi. |
| 3. Mr. | 11. cm |
| 4. lb. | 12. Apr. |
| 5. Dr. | 13. Dr. |
| 6. Sun. | 14. in. |
| 7. kg | 15. Sat. |
| 8. ft. | 16. Ln. |

17. Answers will vary.

Page 41

- | | | |
|------------------------------|--------------------|-------------------------|
| 1. <u>Tucson, AZ</u> | Tucson AZ, | Tucson AZ |
| 2. Dear Bill | Dear, Bill | <u>Dear Bill,</u> |
| 3. Atlanta Georgia | Atlanta, Georgia | <u>Atlanta, Georgia</u> |
| 4. <u>Dear Uncle Walter,</u> | Dear Uncle, Walter | Dear Uncle Walter |
| 5. <u>July 9, 1987</u> | July, 9 1987 | July 9 1987 |
6. Jim, how many people went to the show?
7. Well, I didn't count them.
8. I saw Brian, Lisa, Pamela, and Tim.

Page 42

1. Robert replied, "Buster had shots last year." OR
"Buster had shots last year," replied Robert.
2. The nurse exclaimed, "Buster is such a good dog!" OR
"Buster is such a good dog!" exclaimed the nurse.
3. Sheri said, "I love all animals." OR
"I love all animals," Sheri said.
4. "What is the largest mammal?" asked Mrs. George.
5. Miko said, "It must be the whale."
6. "The biggest whale is the blue whale," he continued, "and it is almost 100 feet long."

Page 43

1. "All Summer in a Day"
2. The Black Pearl
3. "You Are My Sunshine"
4. Sesame Street
5. Did you hear the two boys' idea about buried treasure?
6. It's the most ridiculous idea I've ever heard.
7. They're digging up the Wilson's' backyard.
8. Maybe they'll find something, but it won't be treasure.
9. Mr. Wilson's dog buried its bones there.
10. Old dog bones aren't worth very much.

Page 44

Answers will vary.

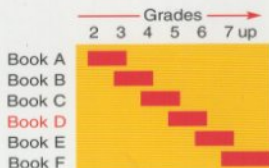
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